

# **IMPROVING STUDENTS' ABILITY IN WRITING A DESCRIPTIVE TEXT THROUGH THINK PAIR SHARE**

**AN ARTICLE**

**BY**

**RISKA ANGGRAINI  
NIM. F42112009**



**ENGLISH EDUCATION STUDY PROGRAM LANGUAGES AND  
ARTS EDUCATION DEPARTMENT TEACHER  
TRAINING AND EDUCATION FACULTY  
TANJUNGPURA UNIVERSITY  
PONTIANAK  
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**Jurisdiction Responsibility by:**


**RISKA ANGGRAINI  
NIM. F42112009**

**Approved by:**

**Supervisor I**


  
**Dra. Rismaya Marpun, MA**  
**NIP. 195505061980032002**

**Supervisor II**

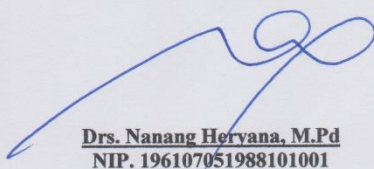
  
**Wardah, S.Pd, M.Pd**  
**NIP. 197801072005012003**

**Acknowledged by:**

**The Head of Teacher Training and  
Education Faculty**

  
**Dr. H. Martono, M.Pd**  
**NIP. 196803161994031014**

**The Head of Language and Art  
Education Program**

  
**Drs. Nanang Hervana, M.Pd**  
**NIP. 196107051988101001**

# IMPROVING STUDENTS' ABILITY IN WRITING A DESCRIPTIVE TEXT THROUGH THINK PAIR SHARE

Riska Anggraini, Rismaya Marbun, Wardah  
English Language Education Study Program, Languages and Arts Education Department  
FKIP UNTAN, Pontianak  
[anggrainiriska17@gmail.com](mailto:anggrainiriska17@gmail.com)

## **Abstract**

The purpose of this research is to investigate the use of Think Pair Share technique to improve students' ability in writing a descriptive text of the tenth graders of SMA SANTUN UNTAN. The research conducted in this thesis was to solve the problems of the students class X especially XB of SMA SANTUN UNTAN in academic year 2016/2017, which consists of 30 students. Since it was to improve writing in learning process, the research method applied is a classroom action research with the cycle of planning, acting, observing, and reflecting. The tools were observation checklist, and field note. Based on the qualitative data, the students were able to generate their ideas to produce well-organized descriptive texts. They were also able to use the appropriate vocabulary, grammar, punctuation, spelling, and capitalization in their writing. During the teaching and learning process, they also showed positive response toward the lesson. The quantitative data of the students' mean score was improved. In the pre-test, the students' mean score was 59.89. In the post-test, the students' mean score was 68.28. It means that there is a difference between the students' writing descriptive text before and after the action research.

***Keywords: Writing, Descriptive text, Think Pair Share***

Writing is a language skill to acquire in learning English. In writing, the students express their ideas, thoughts, and experiences. Moreover, to express their feeling, need, and desire in written form, the students need writing skills. Writing is very important capability for being owned by students, writing is also an excellent communication tool. Writing as a process to get product is influenced by some elements such as vocabulary, organization, spelling, and punctuation.

Based on the syllabus in KTSP (Kurikulum Tingkat Satuan Pendidikan) there are four kinds of texts learn by the Senior High School students. They are descriptive, procedure, recount and narrative. The students are taught the element of those texts, such as communicative purpose, language features and the rhetorical structure.

Descriptive text is a text which lists the characteristics of something. According to Wardiman, Jahur, and Djusma (2008: 16) define "a descriptive text as a text that describes the features of someone, something, or a certain place". Furthermore, it describes an object or a person that the writer is interested in. Thus, in writing a descriptive text the writer should know well what they want to describe. They describe their ideas and thoughts vividly based on what they see, hear, taste, smell, or touch. Descriptive text consists of identification and description. Identification is tells about whom or what we want to describe about, and description is describes about the subject.

Based on the researcher's observation in SMA Santun Untan, the researcher found that students did not interested in writing especially writing descriptive. In learning

descriptive text, students may have difficulties in learning it. Students confused what to write although they know the topic which has been given by the teacher. They are feels confused to start and have no idea to write. It happened because they had lack of vocabulary, grammar and mechanic. Based on the problems are faced by the students, the students need a technique in writing which can help them to understand the important point and gain better of descriptive text.

The teacher must be creative in teaching the lesson to their students. The strategies of teaching should be easy, enjoyable, motivational, stimulating, and improving students' ability. The teachers have to choose appropriate technique in their teaching. One of the techniques is by using Think Pair Share (TPS) technique. Think Pair Share is one of the techniques in a cooperative learning. Think Pair Share (TPS) is designed to provide students to think a given topic by enabling them to formulate individual ideas better. Therefore, think time is important to be given after asking a question to the students. It is aimed to improve students' qualities in responding and encouraging the participation during teaching and learning happens. Students will be ready to participate by giving their response after formulate their ideas by think it first before deliver it promptly. According to Kagan and Kagan (2009), think time promotes students' participation becomes more reflective. It happens because while giving them time to think, they will have a turn, a time, and content to share better than they have to answer the question given directly.

Moreover, in the application of TPS technique, students have to share their ideas of their answers to their friends. In this case, by allowing them to work together with their partner or small group discussion is needed. Using pair and small group work are the classroom activity which can help students to discuss about the answer and make the students more active to think. Besides, it can help them to share their knowledge and ideas confidently. Therefore, pair and small group work are effective strategy used to help

students in thinking more deeply, as well as them to practice in communicating their thoughts and ideas with their friends. According to Barragato (2015), Think Pair Share (TPS) is a simple but effective formative assessment technique that can highlight areas of confusion for students and allow instructors to address the confusion in a timely and helpful manner. This active learning technique provides students an opportunity to work collaboratively with their peers in order to co-construct their learning. This section will discuss when and how to use TPS effectively and will provide specific examples.

The Think Pair Share is designed to differentiate instruction by providing students time and structure for thinking on a given topic, enabling them to formulate individual ideas and share these ideas with a peer. This learning technique promote classroom participation by encouraging a high degree of pupil response, rather than using a basic recitation method in which a teacher poses a question and one student offers a response. Additionally, this technique provides an opportunity for all students to share their thinking with at least one other student which, in turn, increases their sense of involvement in classroom learning. According to Lyman (Fauziyati, 2011: 42) there are three steps of Think Pair Share, they are: (1) The first step of Think Pair Share technique is thinking. The teacher gives the students' time to think and answer the problematic question. (2) The second step of Think Pair Share technique is pairing. After the think time the teacher asks the students to pair and discuss their answer with their partner. (3) The last step of Think Pair Share technique is sharing. The teacher asks the students to present solution and answer individually or cooperatively to the class as a whole class.

Based on Instructional Strategy Lesson for Education Secondary Education (ISLES-S), the benefits of the Think Pair Share are: (1) to encourage collaboration. Using Think Pair Share allows students to learn from one another in a non-competitive environment, to work together towards a common goal, and to

practice tolerance. (2) To increase self-esteem and participation. Students who may be reluctant to speak up under normal conditions gain confidence as their thoughts and ideas are confirmed or clarified by a partner. (3) To deepen understanding of concepts. (4) To dispel misunderstandings promptly. As students share their responses, the instructor can take the opportunity to resolve misinterpretations, errors, and confusion before independent practice begins.

According to Slavin (2005: 257), three distinct steps in the application of Think Pair Share technique are as follows: (1) Think: Students think independently about the question that has been posed, and then they forming their own ideas before it should be shared. (2) Pair: Students are grouped in pairs to discuss their thoughts. It can help students to articulate their ideas and to consider those of others. (3) Share: Students pairs share their ideas with a larger group, such as the whole class or small group discussion. It is suggest to sharing the ideas in a small group discussion, because it makes them feel more comfort to share their ideas. In addition, students' ideas have become more refined through this three-step process.

From the description above, the writer interested for conducting research with the research entitles Improving Students' Ability in Writing Descriptive Text Through Think Pair Share (A Classroom Action Research on the Tenth Grade of SMA SANTUN in Academic Year 2016/2017).

## **METHODOLOGY**

A research design methodology is an approach and a set of supporting methods and guidelines to be used as a framework to design a research. Blessing and Chakrabarti (2009: 9) state, "A methodology for research design should guide the selection and application of a suitable approach and appropriate methods, and encourage reflection on the approach and methods to be used".

This research was a classroom action research (CAR). In according Kemmis (David Hopkins, 2011: 88) Action Research is a testing the idea in form of the practice with the

hope to be able to develop or change something. Heidi Watt (Ermalinda, 2014: 8) Action Research is a process in which participants their own educational practice systematically and carefully using the techniques of research. It is based on the following assumptions: (1) Teachers and principals work and then consider ways of identified of themselves. (2) Teachers and principals become more effective when encourage to examined and assess their own work and then consider ways of working differently. (3) Teachers and principals help each other by working collaboratively. (4) Working with colleagues helps teachers and principals in their professional development. Hopkins and Ebbut in Cohen, Manion, and Marisson (2005:226). Stated that action research is a merging of action and research contributed that action a form of investigation, in which an individual effort are create to comprehend, increase, and redo the practice. Kemmis and Mc Taggart in Cohen, Manion and Marisson (2005:227) added that to hold an action research is to make plan, observe, and reflect more detail, more systematically, and more rigorously than one usually does in everyday life. This model includes planning the action, implementing the action, observing or monitoring the action, and reflecting the result of observation. The procedure of this research consists of four steps. Those steps can be described as follow: (1) Planning. It was done in the first stage. Here, the researcher prepared or everything such as lesson plan and the instrument to collect the data including field note and observation checklist table that was needed in doing classroom action research. Lesson plan was used to describe of the instruction for one class, field note was used to record anything happen in the during teaching learning process and observation checklist table was used to provide a profile of what happen in classroom. (2) Acting. In this stage, the researcher conducted the research in the classroom where the problem found. The teacher conducted the research acted to teach the lesson that has already been prepared. The researcher is being helped by a collaborator. The teacher

explained the material (descriptive text) and the students did the test through Think Pair Share technique. First, teacher gave opportunity to think to students with their individual answer in order students have ideas to discuss in pair activity and then teacher divided students in pair. In pair activity, students discussed to solve about their problem that they face when they had individual time to think through sharing each other. After that, teacher called for pairs to share their answers in front of class in order pairs can share with each other. In the last, the teacher gave individual test to the students. (3) Observing. In this step, the writer helped by the collaborator. To collect the data, the collaborator fills field note and the observation checklist table. The collaborator observed anything that happens during teaching learning process. (4) Reflecting. Based on the observation, the researcher gets feedback to reflect to the next cycle. In this step, the researcher paid attention to the rapport between the planning and action. The researcher concerns with all the data taken from the field note in order to determine the better activities to the next performance. This research focused on to improve students' writing through think pair share technique.

The research was conducted on the Tenth Grade Students of SMA SANTUN UNTAN in Academic Year 2016/2017. The subject of this research is class X of SMA SANTUN in academic year 2016/2017 that consists of 30 students.

To collect the data, there were three research instruments: observation checklist, field note, and test. Observation checklist was used to observed the students and teacher act in conducting Think Pair Share technique in classroom activity in form of checklist table. Field note is a note which is made to record the important events in every meeting during teaching and learning process. Test is given to the students focus on writing descriptive text. The result of this test is students' descriptive text. The aim of this test is to measure the students' ability in writing descriptive text. The test was used in this study is pre-test and post-test. Pre-test is done before

implementing Think Pair Share technique in preliminary study to know the students competence in writing descriptive text. Post-test is done after implementing the Think Pair Share technique in teaching descriptive writing. It includes students' interaction and activity during composing descriptive text using Think Pair Share and situation in the classroom during those times to support the data from observation checklist.

## **FINDINGS AND DISCUSSION**

### **Findings**

This research involved quantitative and qualitative data, which had done for three weeks. The qualitative data were taken from observation checklist table and field note.

The data were taken from one class that was XB of SMA Santun Untan which consisted of 30 students. It was conducted in two cycles and every cycle consisted of four steps of action research, namely planning, acting, observing, and reflecting. The first cycle was conducted in three meetings including test in the first meeting and cycle I test. The second cycle was conducted in three meetings including cycle II test. So, there were six meetings in this research.

The quantitative data were taken from the test result during conducted this research in six meetings. There were two tests in this research, namely test I that is done in the first meeting, test II that is done in the six meeting in the cycle II.

The score of the students in every meeting showed improvement continuously. The mean of the student's score in writing ability in descriptive text by applying Think Pair Share technique in test I was 59.89 and test II was 68.28.

In addition, the writer explain about students' mean score and students' achievement of descriptive text in the first cycle and second cycle as the impact of the improvement of students' learning behavior.

First cycle, there were four steps that should be done and cycle I was done in three meetings. The steps in conducted this research were as follows: (a) Planning. The researcher planned to start conducting this classroom

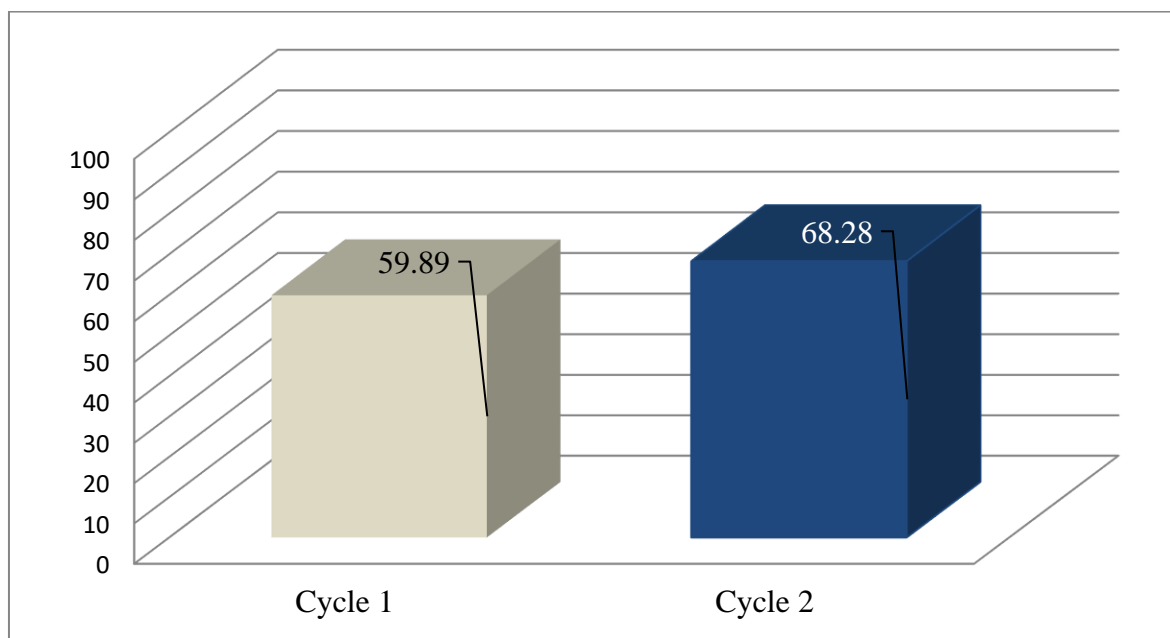
action research on 4<sup>th</sup> May 2017. In this phase the researcher prepared syllabus. She prepared lesson plan based on the syllabus. In the lesson plan, she writes the indicator that is write simple descriptive text based on the Think Pair Share technique. Then she was prepared the picture of cat. She also prepared other picture of animals that are rabbit and horse. In this case, the researcher prepare the observation checklist table. (b) Acting. The acting stage was conducted on 4<sup>th</sup> May 2017, the teacher and researcher conducted research for the class tenth especially class XB of SMA Santun Untan. The classroom was very crowded, but still conditioned. Furthermore, the classroom teacher introduced the researcher to his students and explained the purpose of the researcher's arrival in the class. After introduced and explain the material, the teacher gave the opportunity to the students to ask questions. Then, the researcher provided post-test to check students' writing skill. They must do the task for 15 minutes maximally. After they finisher the researcher collected the students' worksheet and the teacher closed teaching learning activity. (c) Observing. In this stage, the teacher and collaborator observed the result of planning, acting and developing stage with collaborator. They observed about the whole process the first cycle, which includes lesson plan, teaching materials, teaching media, teachers' performance, students' responds, data collection, and data analysis. By observing the whole process and the students' participation, they tried to identify its strengths and weaknesses. The teacher and collaborator found that the students gave positive response during the activity. But, there were some of them still keep silent and did not follow the activities well. The mean score of cycle I was 59.89, it was unsatisfactory. The students' score could not reach standard of success point. Students had low score because the students did not understand the generic structure of descriptive text, and most of them still confused in the used of present tense, descriptive adjective, and lack of vocabulary. (d) Reflecting. In this stage, both the teacher and collaborator reflected what had been done

in this cycle. The teacher and collaborator conclude that the students were confused in the use of simple present tense, and the generic structure of text. In this case, the students had difficulties to differences identification, description, developing ideas and the use of verb and "to be". Besides, they also had difficulties in using the adjective phrase in describing about animal especially cat. Moreover, some students did not start writing their descriptive text by identification. In the most cases, they were confused in the use of verb and to be.

Second cycle, in this cycle the weakness or the problem that found in cycle I was solved in order to get the improvement in the process and in the result. This cycle also consisted of planning, acting, observing, and reflecting. There were three meetings in the action of cycle II. The second cycle was arranged as follow: (a) Planning. The researcher planned to conducted the acting on 11<sup>th</sup> May 2017. Based on the first cycle, the teacher knew the difficulties of students and tried to prepare the materials. The teacher prepared the lesson plan (as a guide for teacher in the classroom, and teaching learning process can be controlled), teaching materials, and teaching media. The theme is cat. (b) Acting. On Thursday, May 11<sup>th</sup> 2017 the teacher and the researcher entered the class. In action cycle 2, the researcher revised the teaching learning process in cycle 1, where students still have difficulties in skill. Students usually started the meeting by greeting and teacher asking students' condition. Once the teacher has informed about the descriptive text, the teacher asked the students to do the pre-test. Teacher gave 15 minutes. Teacher asked the students to work independently. Then, after the time ran out, the teacher asked students to collect their work. Then, the teacher continued learning. Teacher asked students to learn about descriptive text with a group of friends. Before the teacher gave time to the students to start the discussion, the teacher gave a sample example with an image on the board. The teacher asked students to describe a picture. Then, the teacher asked one of the students to go ahead and wrote down some sentence

related to the picture. After completion, the teacher invited students to correct their work together. (c) Observing. The researcher observed the learning activities since the cycle II was going on. The teacher checked the students understanding about descriptive text by reviewing the material in previous cycle. Based on the observation from the observer during the lesson, the students gave more attention when the teacher explained the material than before. They completed their assignments, which is given by the teacher, discussed the material seriously and the students presented the discussion better than the first cycle. They have done both of pre-test and of post-test by self, discussed with their friends in group before they have done the tests independently. After all of the students collected their descriptive text. Both the

teacher and collaborator observed the result of planning and acting. They observed about the whole process of the cycle. It included lesson plan, students' material, teaching media, teacher's performance, and students' respond. The score of students in writing descriptive text for this cycle was 68.28. it means that the students in this cycle are categories as good. (d) Reflecting. After analyzing the result of cycle I and cycle II, it can be concluded that learning through Think Pair Share technique could improve students to active in learning writing in discussion in group. By way of thinking, grouping, and sharing will increase confidence for students who have below average ability. Then, the motivation of under average students will increase. Think Pair Share technique have an effect on their learning spirit, especially in writing skill.



**Chart 1. Students' Mean Score in Writing Descriptive Text from the First Cycle to the Second Cycle**

From the explanation above, it can be conclude that the use Think Pair Share can improved the writing ability of the tenth grade students of SMA Santun Untan.

### **Discussion**

Based on the result of research finding, the research was conducted in two cycles. Each cycle consists of planning, acting, observing, and reflecting. The acting stage



was conducted in one meeting (2x45 minutes) that was performed during the teaching learning process.

While doing teaching learning process, the researcher needs collaborator to observe what happening in the classroom and to take some notes. The presence of collaborator was to minimize the writer while interpreting the data. The data was collected in the form of observation checklist table and field note. In the process of the cycles for classroom action research, the teacher followed evidence of the students' significant progress in writing descriptive text. In each cycle, the teacher applied the technique towards the students in whilst activity. Slowly, the students respond in writing descriptive text through Think Pair Share would be explained as follow.

The first cycle was done on 4th May 2017 and the second cycle was done on 11th May 2017. In the first cycle, the problems that happened in this cycle is the students confused of what to write and how to start. Some of them had no courage to ask for teacher's help, though the teacher had been told them not to be doubtful of asking for help or suggestion when they found difficulties. Most of the students had problem in grammatical pattern. The students had problem in simple present tense, the use of have/has, and the use of adjective. The teacher and collaborator decided to continue the action in the next cycle.

The second cycle, the teacher and collaborator could see the progress of students. Most of students become more active and participate in learning process, because they already know how to use Think Pair Share procedure. Students could share some difficulties about writing in the classroom with the teacher and among other students. The students not only focus on the generic structure of descriptive text but also in grammatical pattern.

Harmer (2004) says, "The findings show that along with the variety of ideas the students want to express in their writing they are encouraged to write more and longer sentences even though they may not be grammatically correct".

After two action stage, both the teacher and collaborator worked together to compare the students' individual score and the mean. The research findings showed that the students' mean score in the first meeting is 59.89. It is qualified "poor to average". It means that the researcher had to think the better preparation for the next cycle. In the second meeting, the students' means score 62.28. It is qualified to good".

Think Pair Share technique ensures the same accountability and the opportunities for the students in the teaching learning process. It can avoid the students that are passive in the teaching learning process, for example when the teacher posed questions, only the smart students that answer. Besides that, Think Pair Share is about pair work.

It is also reinforced by the researcher that has been conducted previous research related to the use Think Pair Share, Rahmawati (2017) conducted an classroom action research entitled "Think Pair Share: A Technique to Enhance Students' Writing Skill" the finding of the research showed that using Think Pair Share helps the students to generate ideas, finding some important vocabulary or remembering about some important grammars (Olsen and Kagan, 1992: 21).

In addition, the research findings of the classroom action research were satisfying. All the indicators of success had been fulfilled. Students' mean score increased and teaching learning process became better. Think Pair Share helped students to comprehend the text.

## **CONCLUSION AND SUGGESTION**

### **Conclusion**

Based on the previous chapter, the conclusion can be drawn as follows: (1) Students' descriptive writing skills can improved through Think Pair Share. This was proved by the results of the observation. (2) This classroom action research was conducted in two cycles with four main stages that are planning, acting, observing and reflecting. The students' score improved step by step in each cycle

until they fulfilled all indicators of success. This confirmed the teacher that students' descriptive writing skills have improved. (3) The students can actively cooperate to learn in think, pairs and share with their groups. (4) Using Think Pair Share is useful to the students since it gave students chance to learn how to be active in writing process.

### Suggestion

Based on the research finding that the writer has found, Think Pair Share technique can help the students in writing descriptive text. Because the technique proved that it was very attractive, the students can share their idea easier in the class. For this reason, this technique is recommended in writing to the tenth graders of SMA.

After concluding the research finding, the researcher wishes to give some suggestion as follow: (1) It is suggested to teacher to have a variety of ways and strategy in teaching writing. The teacher could use Think Pair Share in order to help the students improve their writing. (2) It is suggested to teacher to explain clearly about Think Pair Share before starting to apply in order to get students attention. (3) It is suggested to teacher apply Think Pair Share technique in teaching writing to make the students more active in developing their thinking cooperatively and make the situation of the class becomes more active. (4) It is suggested to teacher to do cooperative learning which divided the students into pairs in order to easy to share their idea or discuss the passage.

(5) The teacher should manage time effectively in order to finish all activity.

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